**Description of Project:**

This activity concentrates on one format of poetry writing; the ABC poem. I created this lesson using TP, and CK. Students will write an ABC Poem using the format offered in the website Read, Think and Write. By integrating the technological tool to the poetry content, allows for the student to personalize his or her poem by choosing images to enhance their writing. This format also allows for publishing of the poem which will be displayed in the school’s Writing Wall. Students have already been taught how to write an ABC poem prior to this activity and I will have modeled and given instruction on how to use the technological tool.

**Importance of Experience:**

I want to be creative when writing lesson plans. I like to teach the content in the traditional way but I like to go one step further and have m students create more than one example of work that allows for me to check for understanding. This is why I created this lesson. I don’t believe that students can be assessed just once and that one assessment represents true student knowledge.

**Tasks Accomplished and Skills Demonstrated:**

My skills as an English teacher were checked twice through the double assessments of my students. I was able to demonstrate content knowledge when teaching the concept of the ABC Poem and to demonstrate technological skills when modeling and instructing the students on how to use the comic book format in the website Read, Think and Write.

**Skills and Knowledge Gained:**

I learned about this activity through a workshop I attended and have used it twice so far. Although I gained knowledge and on how to use this website, another tool called [**Acrostic Poem Interactive tool**](http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html)was suggested to be a better vehicle for this type of poem. I checked this suggestion and found it to be a better way to represent student work. In this case, the original technology used, is not the best one. This is what I really learned in this activity; research in depth to find the best possible way to connect content and technology!

**Connection to Standards:**

**2. Design and Develop Digital Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS·S.

a. Design or adapt relevant learning experiences that

incorporate digital tools and resources to promote

student learning and creativity

b. Develop technology-enriched learning environments

that enable all students to pursue their individual

curiosities and become active participants in setting

their own educational goals, managing their own

learning, and assessing their own progress

d. Provide students with multiple and varied formative

and summative assessments aligned with content

and technology standards and use resulting data

to inform learning and teaching

**4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital

culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical

use of digital information and technology, including

respect for copyright, intellectual property, and the

appropriate documentation of sources

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**ABC Poem Writing Activity**

**As a Language Arts teacher, I find it difficult to engage students in learning about poetry writing. A couple of years ago, I attended a workshop where we were shown how to integrate technology with poetry writing. Since, I have used the Read, Think and Write website to incorporate comic book format with poetry writing. I have used this website several times with the goal of getting students interested in poems and poem creation. The comic book format allowed for students to illustrate their writing while learning about specific poem forms. In this activity, we are creating an ABC poem using the comic strip format. For those of you who are not Language Arts teachers, the following link explains the poem form.**

[**http://www.poeticterminology.net/01-abc-poem.htm**](http://www.poeticterminology.net/01-abc-poem.htm)

**The Activity:**

Teacher will provide instruction about ABC poem writing by utilizing the following website: <http://www.types-of-poetry.org.uk/01-abc-poem.htm>and Smart Board. Discussion about material follows. Teacher will model the writing of an ABC poem and students will write one themselves. For the most part, students do not like to learn about or write poems. Because of this, students will then take this information and write their own ABC poem utilizing the software in this website: <http://www.readwritethink.org/files/resources/interactives/comic/>, which will allow them to write a poem in a comic strip format. Students will be working individually in the computer lab.

**Learning Objective:**

Students will learn how to write an ABC Poem and how to use the software to make a comic strip. My students are in the fourth grade and are all general education students. The following are specific skills students will learn:

* An ABC poem has a series of lines that create a mood, picture, or feeling. Lines are made up of words and phrases. The first word of line 1 begins with an A, the first word of line 2 begins with a B etc.
* How to navigate through Read/Think/Comic Creator and create a comic strip.

**Technology Integration:**

This activity will increase student’s knowledge more so than if they were to write their poem using pencil and paper because I believe they will be more engaged. Students will enjoy writing this poem and the software allows for more creativity for the students and increases interest in what they are writing. Students will be able to illustrate their poems by using this tool.

**Connection to Standards:**

*Standards/Language Arts:*

* Develop grade-appropriate compositions by identifying and applying writing processes, including publishing using available technology
* Use a variety of literary devices, including hyperbole and metaphor, in compositions
* Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns

*NETS for Students:*

* Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
* Apply existing knowledge to generate new ideas, products, or processes.
* Create original works as a means of personal or group expression.

**Student’s Prior Knowledge:**

Prior to the actual writing activity, students will be taught how to write ABC poems through my instruction from Types of Poetry website. Students will have generated a poem for grading prior to using this tool. I will discuss strengths and weaknesses of individual poems with their writers. Students generally do not like poetry or to write poems, this activity will assist them in learning about ABC poems. Students will also be given a demo of how to navigate through Read/Think/Write comic writing website viewed from my Smart Board. During the actual student activity, I will mentor students as needed.

**Content Knowledge:**

As an English teacher I am comfortable with teaching about ABC poem writing because I have taught this lesson before. I attended several workshops on poetry writing and at one of these, I learned about the usage of comic strip writing in this website. I also have used the Read/Write/Think website before and am familiar with its offerings.

**Pedagogical Knowledge:**

After teaching students about how to write an ABC poem, we will review the information. This will be the first time students are learning about this type of poem and I will check for understanding by having them write an ABC poem out by hand. I will check these and make corrections where necessary so that individual students know how to write one properly before embarking on creating one in the Read/Write/Think website.

**Technology Knowledge:**

As a teacher, before I introduce something new to my students, I need to be fully comfortable with the tool myself. I will have spent time creating a few poems of my own so I can truly assist my students when they are navigating this tool. Students will be allowed to take their time creating this comic ABC poem so that they don’t feel frustrated if they run into problems.

**TPACK Analysis:**

I feel that the combination of technological tools and content materials are a sure way to drive the point home when teaching students. When given the opportunity to be more creative in the learning process, I find that students not only learn the information better but are also more likely to retain the information to a greater extent when using a tool such as this one that provides students with ownership of their work. When combining content, pedagogy and technology I always have success in the classroom.

**Assessment Plan:**

Students will be assessed through the attached rubric.

<http://www.sites4teachers.com/links/redirect.php?url=http://www.readwritethink.org/lesson_images/lesson1016/rubric.pdf>